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Report of External Evaluation and Review

Vertical Horizonz New Zealand Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 10 May 2017

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

| | |
|---------------------------------|--|
| Name of TEO: | Vertical Horizonz New Zealand Limited |
| Type: | Private training establishment (PTE) |
| First registered: | 1989 |
| Location: | 282 Chadwick Road, Greerton, Tauranga |
| Delivery sites: | As above and: 10-12 Keith Hay Drive, Manukau, Auckland 29 Gilchrist Street, Avalon, Hamilton 124 Hutt Road, Petone, Wellington 7/2 William Lewis Drive, Sockburn, Christchurch 6 Sunley Street, Westtown, New Plymouth Course are also delivered at workplace training venues nationwide. The parent company of Vertical Horizonz also has operations in both Australia (as a registered training organisation) and the Middle East, where it is registered with various entities there including United Arab Emirates authorities and other regional quality assurance bodies. |
| Programmes currently delivered: | Vertical Horizonz offers a diverse schedule of predominantly short courses, grouped under four operational areas: |

- Transport and Crane Operations
- Professional Development (including Workplace Assessor Train the Trainer)
- Heights, Fire and Confined Space Safety
- Health and Safety

The PTE also delivers off-job training components for trainees registered with the industry organisations (ITOs): The Skills Organisation, Connexis, Competenz, Primary ITO, and the Motor ITO.

| | |
|--------------------------------|--|
| Code of Practice signatory: | NA |
| Number of trainees: | More than 20,000 enrolments annually |
| Number of staff: | 36 full-time, 49 part-time |
| Scope of active accreditation: | For full details of accreditation follow this link: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=819932001 |
| Distinctive characteristics: | <p>Vertical Horizonz states that their training has the following distinctive characteristics:</p> <ul style="list-style-type: none"> • Usually full fee recovery • Trained, practised, and assessed practically • Responsive and tailored to meet specific client/industry training requirements • Delivered nationally • Delivered and assessed most often on client sites using client equipment for relevancy • Standardised through standards-based assessments (in most courses). <p>Vertical Horizonz receives no direct government funding, but as well as their full fee recovery courses, the PTE has commercial partnerships with several ITOs, as above.</p> |
| Recent significant changes: | A new academic manager was appointed in August 2016, and a new training manager was appointed in October 2016. |

Since the previous external evaluation and review (EER), the provider has opened NZQA-approved training venues in Hamilton, Wellington and Christchurch.

Previous quality assurance history:

The previous EER by NZQA in August 2013 was Highly Confident in Vertical Horizonz's educational performance and Highly Confident in the organisation's capability in self-assessment.

A summary of external moderation with ITO standard-setting bodies shows active compliance with their systems. Over 71 per cent of the post-assessment moderation samples met ITO requirements, while others required modification in materials or stronger evidence. This figure includes the New Zealand Transport Agency, Bureau Veritas and other verification bodies.

Engagement with NZQA external moderation systems shows that performance was rated as 'not satisfactory' between 2014 and 2016. Specifically, this rating was for assessment against: Adult Education standards 7108 (four learners) and 7115 (46 learners); Communication Skills 4-6 standard 9704 (25 learners); Core Skills standards 1312 (61 learners) and 9705 (seven learners); and Numeracy standard 26623 (37 learners). Of 24 standards moderated over the 2014-2016 period, assessor decisions were accepted for 43 of 72 learner samples. Materials were approved for 12 standards and nine required modifications. The most problematic standard was 26623 *Use number to solve problems* (which is one of a cluster of six literacy and numeracy standards managed by NZQA) for which none of the assessor decisions met the standard in each of the three years. Overall, performance has been such that NZQA Tertiary Assessment and Moderation is 'considering further requirements or actions'.

Vertical Horizonz has recently (2016-2017) achieved NZQA approval and accreditation to deliver New Zealand certificates in: Agriculture (Vehicles, Machinery, and Infrastructure); Commercial Road Transport (Heavy Vehicle

Operator); Cranes (Dogman Operations), as well as five consent to assess applications relating to 11 standards over the same period. One recent programme approval was declined by NZQA as it did not meet approval requirements.

Other:

Vertical Horizonz maintains professional affiliations with:

- International Organization for Standardization (ISO)
- City & Guilds, London
- National Examination Board in Occupational Safety and Health (NEBOSH)
- Scaffolding, Access and Rigging New Zealand (SARNZ)
- Industrial Rope Access Association of New Zealand (IRAANZ)
- Crane Association of New Zealand
- Infrastructure ITO (Connexis)
- Road Transport Association New Zealand (RTANZ)
- CM3 Australia

Vertical Horizonz is the only New Zealand provider accredited as a training provider to offer Global Wind Organisation Basic Safety Training for the following modules: Manual Handling, First Aid, Fire Safety, and Working at Heights.

Vertical Horizonz is also accredited to offer the NEBOSH International General Certificate in Occupational Health and Safety. NEBOSH is a UK-based independent examination board delivering vocational qualifications in health, safety and environmental practice and management.

Vertical Horizonz is contracted by some ITOs (Competenz, Connexis and The Skills Organisation) to deliver components of their off-job training. These include the National Certificate in Business (First Line Management) (Level 3 and 4),

National Certificate in Adult Education (Level 4),
and National Certificate in Occupational Health
and Safety (Co-ordination) (Level 4).

2. Scope of external evaluation and review

| Focus areas and rationale for selection | | |
|---|---|---|
| 1. | Elevated Work Platform and Gantry Training | This is a particularly large area of training by volume for Vertical Horizonz. It relates to a diverse range of industry settings and technical uses for high-risk work. |
| 2. | Assessment and Moderation | This is a cross-course focus area with implications for the validity and reliability of assessments being used and the quality of assessor decisions. |
| 3. | Industrial safety courses (Heights, Fire and Confined Space Safety) | This was a focus area at the last EER, and enables the evaluators to determine sustained performance. It is also a large area of training by volume at Vertical Horizonz. |

Numerous other courses or clusters of courses could have been selected, but these give broad coverage and reflect the volume of delivery.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Prior to the EER visit, the lead evaluator held a pre-scoping meeting with the provider to develop the agreed scope and process for the EER. Two NZQA evaluators conducted the on-site visit over two days at the Tauranga and Hamilton sites.

The evaluators interviewed a group of trainees attending a Working at Heights course; trainers teaching across the focus areas; an ownership/governance representative; and all senior managers (including the general manager business services, academic, training and quality assurance managers, the Auckland regional training manager, and the youth manager). A range of documentation was

examined by the evaluators ranging from course materials and trainer observation records through to contractual documentation and reports or minutes relating to external and internal self-assessment activities including audits. Contracts with one ITO and a request for proposal with a corporate client were also scrutinised as samples relating to compliance and matched need. A random sample of students' marked assessments was examined. The evaluators were also given a tour and explanation of how site facilities and resources (including internet-based) are used to support the training.

Telephone conversations were held with stakeholders including ITOs, the Ministry for Primary Industries, and numerous employers contracting Vertical Horizonz to deliver staff training.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **Vertical Horizonz New Zealand Limited**.

Continued high business performance and credibility with industry has led to growth and improvements since the previous EER. These include:

- Maintaining sound processes to maintain ongoing compliance with key stakeholders.
- Establishment of new NZQA-approved training sites in Hamilton, New Plymouth, Wellington and Christchurch, and the implementation of related regional training manager roles. Additional quality assurance staff have also been employed and make a strong contribution to consistent delivery.
- Accreditation and delivery of Global Wind Organisation and NEBOSH accredited international specialist qualifications.
- Appointment of a full-time staff member working in Gateway to ensure relevant standards are available to meet schools' individual requirements. Self-assessment here reflects good understanding of Tertiary Education Commission and Ministry of Education goals around school to work transitions and the role of the vocational pathways.
- Consistently high short course pass rates have been maintained year on year. These courses have application to and importance for safe and compliant working practices at industrial and commercial workplaces across New Zealand.

PTE has 'preferred training supplier' status with various large corporations, resulting from its performance, quality management systems, and range of accreditations. Stakeholder feedback emphatically describes Vertical Horizonz as a knowledgeable and high quality training provider.

This evaluation found multiple examples of innovations or improved quality processes that support the goals of the PTE and, less directly, learner achievement. These include a new intranet and client relationship management system; a strengthened academic quality assurance function; investment in staff development and training equipment; timely performance management processes; and linkages to international training systems and requirements which enhance local delivery.

Vertical Horizonz continues to operate highly refined, results-based reporting management systems which have clear links to the PTE's strong administrative processes and active academic quality management system. These component of

self-assessment have been reviewed and improved by means of regular internal audits and regular scheduled and documented external audits by a range of quality assurance bodies.

Although there are some aspects of self-assessment at Vertical Horizonz that warrant strengthening (and these are elaborated within the report), the following aspects enable the evaluators to have continued high confidence in Vertical Horizonz:

- The high quality of 'core business' training delivery
- The clear matched need with industry and other stakeholders (for example, ITOs and Gateway, and the safety at work strategies of the Ministry of Business, Innovation and Employment)
- Multiple examples of ways in which the PTE's self-assessment identifies gaps and leads to improvements.

Findings¹

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

1.2 What is the value of the outcomes for key stakeholders, including students?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

(These two key evaluation questions are reported together as the evaluators' findings and ratings were complementary and overlapping.)

Vertical Horizonz provides skills-based training predominantly targeted towards employees of companies who have occupational health and safety risks to manage. In many cases, trainees will have workplace experience and responsibility for managing the work of others in industrial contexts. Given that context, most trainees achieve the course learning outcomes and pass within the competency-based training model used. Pass rates exceed 95 per cent year on year (Table 1) across the various short course offerings, which reflect the bulk of the PTE's training delivery.

Table 1. Vertical Horizonz educational performance data, 2015-2016 (all funding sources; standards-based courses only) as supplied by Vertical Horizonz

| Row Labels | Number of Trainees | % of Total |
|---------------------------------|--------------------|------------|
| 2015 | | |
| Completed course successfully | 17453 | 97.4% |
| Completed course unsuccessfully | 323 | 1.8% |
| Did not complete course | 26 | 0.1% |
| Still to complete course | 122 | 0.7% |
| 2016 | | |
| Completed course successfully | 21859 | 98.3% |
| Completed course unsuccessfully | 236 | 1.1% |
| Did not complete course | 47 | 0.2% |
| Still to complete course | 104 | 0.5% |
| Grand Total | 40170 | |

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Within this model some instances of legitimate re-assessment or additional verbal evidence-gathering by the trainer occurs, which also enhances the likelihood of a pass. When trainees do not demonstrate the required competency, trainers report that language and/or literacy issues are the most common reason, for example having difficulty drafting a plan of entry to a confined space. A confined space course may consist of one to four standards depending on client needs. A graduate may have achieved all course components or fail on one but still be deemed competent to work under supervision. As a result, Vertical Horizonz's monitoring of achievement focuses on (unit) standard pass rates rather than course pass rates.

Management knowledge of learner achievement (primarily as reflected in achievement of standards) is most evident at the course-by-course level, with non-completions promptly reported through the project-based administrative model which has been continuously refined and improved since the previous EER. Māori and Pasifika demographic information is now collected on enrolment forms, helping to provide reliable data for comparing pass rates. These Tertiary Education Strategy priority groups are achieving at similar rates to all others. Self-assessment of achievement and the interrelated value of outcomes would be strengthened by separating out longer-duration programmes from the short courses. This would include specifically investigating the growing Gateway provision and building a wider picture of performance to compare with the now well-established 'new' training sites (see self-assessment rating for key evaluation question 1.1).

Changes to the Health and Safety at Work Act² have increased both the need for and the volume of training conducted by Vertical Horizonz. Companies paying for this training express high satisfaction in the course delivery, content, resources provided, and the degree of transfer of knowledge and skills to their workplaces. Direct feedback confirming this was provided from training managers at major corporates with multiple sites and multiple hazards to manage. These companies are also regularly contacted by Vertical Horizonz marketing staff and regional training managers to obtain feedback. In some cases, client companies modify or update their health and safety procedures as a result of training with Vertical Horizonz.

In training many thousands of workers annually, Vertical Horizonz seems to be making a significant contribution to both individuals and businesses in relation to the requirements and goals of the Act as well as corporate goals. Some examples of reduced harm or injury or cost savings were provided to the evaluators, but Vertical Horizonz and its partner companies would do well to identify more convincingly the achievement of intended benefits and the subsequent value for trainees and other stakeholders (see self-assessment rating for key evaluation

² <http://www.worksafe.govt.nz/worksafe/hswa/tools-and-resources/HSWA-presentation>

question 1.2). More broadly, training provided by Vertical Horizonz is a component part of achieving the government's health and safety reforms.

As indicated under TEO in Context, there is room for improvement in ensuring the validity and reliability of assessment in a few areas. The evaluators noted that the weaknesses in NZQA moderation involve a very small proportion of Vertical Horizonz trainees, but they are significant and affect the rating for self-assessment given that the PTE's systems are designed to assure assessment. Moreover, as the PTE has increased its involvement with non-employed trainees through Gateway delivery and is positioning itself to offer full qualifications, this is an area of weakness that is being managed but is not yet convincingly addressed. That said, moderation processes and oversight of teaching and assessing covers all trainers and sites and is robust and well documented (see also Findings 1.3 below). Changes and improvements to assessments or assessor practice does occur, is managed through the central quality assurance team, and is effectively tracked using the QIR (quality improvement request) process which is a component of an ISO 9001:2008 certified quality management system.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The quality of course design and delivery is a very strong feature of Vertical Horizonz. A clearly articulated and documented 'theory of practice' guides both teaching and the appraisal of teaching by subject matter experts within the company. Trainers apply a training system: they show trainees the relevance of the specialist behaviours they are training, describe the behaviours to be trained, demonstrate the behaviours, and then coach trainees as they practically apply the behaviours, usually in a controlled environment. According to this model, Vertical Horizonz believes that 'engaged trainees understand and take responsibility to practise and embed the behaviours and transfer the training to their workplace'. Reasonable evidence of this transfer is documented in post-course surveys and in follow-up meetings with training managers, which are now also recorded and shared internally using the customer relationship manager software.

Trainers have suitable professional experience. Within this EER, examples included driving, firefighting, outdoor recreation. Through their work, the trainers engaged in needs analysis and course planning at a wide range of industrial sites. Through Vertical Horizonz's international links, the trainers have the opportunity to experience training internationally, with trainers recently delivering courses in

Australia, Oman and Vanuatu. Trainees at a wood processing plant described the way in which their courses had been specifically designed around the physical layout of the site – the training had been commissioned by their employer to ensure safe working at heights. This type of customisation, which may also include embedding of paperwork and other examples used on specific sites, is typical and effective in adding value to the training by increasing the likelihood of transfer to the workplace.

Vertical Horizonz operates an internal moderation plan ‘to ensure at least 10% of marked assessments are internally reviewed by the quality assurance team each year’. Records show that this goal is not yet being achieved, and a plan is in place to lift post-assessment moderation rates. However, this is in addition to external moderation by standard-setting bodies and other forms of external moderation such as NEBOSH checks on assignment marking. The internal checks and processes to quality assure assessment are robust, as indicated under Findings 1.1, but there are some lapses to be addressed. The assessments being used in the focus area programmes – which reflect most assessments being undertaken – have been subject to ongoing external moderation by the relevant standard-setting bodies. Results are positive, confirming the reliability of assessment results.

1.4 How effectively are students supported and involved in their learning?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

As reported under Findings 1.1, most trainees achieve the course goals. This is evidence of effective support and information before and during the training. Trainees are actively involved in their own learning: focus area courses include both theory sessions and active learning using specialist facilities (at Vertical Horizonz sites) or workplace equipment at corporate venues. These are effective and industry-approved methods for delivering safety training in which trainees have the opportunity to apply knowledge and skills in contexts that reflect industry requirements and potential scenarios for applying them.

When an assessment results in non-achievement, both the trainee and their employer are provided with feedback and suggestions for enhancing that staff member’s skills. Most often this is language related. Skills enhancement may include more exposure to related technical language or standard operating procedure forms used in the workplace. Language used and presentation of information in training resources (manuals, handouts and assessments) is clear and well designed, with considerable attention given to refining and improving resources through the quality assurance team.

Student feedback is consistently obtained through a reasonably standard course feedback survey process. In a novel initiative, trainee feedback and comments are published on the Vertical Horizonz website. This currently relates only to courses presented under Global Wind Organisation accreditation. In another initiative, Vertical Horizonz has developed a phone app on which graduates have a portable record of their certifications and their currency.

The bulk of Vertical Horizonz training provision is in short course delivery. As such, the extent of student support is reasonably limited, and this is reflected in the rating assigned to this evaluation question. Although there are no evident performance gaps or concerns, neither is there evidence of exemplary performance under this key evaluation question. Further embedding literacy and language into the teaching strategies may be warranted as there was little evidence that this has been a focus.³ Stronger self-assessment of achievement and value, particularly of the longer-duration courses and programmes, may also benefit the evidence for this key evaluation question.

1.5 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Vertical Horizonz is a customer-driven organisation. Substantial growth in the volume of training, and preferential supplier relationships with customers are strong indicators of the achievement of the PTE's goals. This is reflected in the course offerings and in the organisational structure – with sizeable marketing/course administration as well as training management functions, which have been modified to cope with growth. It is also reflected in the detailed and documented monitoring and reporting around training volume, utilisation of trainers, revenues, and achievement of targets.

Systems to support training delivery are robust, and trainer performance is closely monitored. Instances where trainer performance or client satisfaction with training surface through feedback sought from companies involved are responded to promptly and effectively. A project in 2015-2016 in conjunction with the Tauranga Chamber of Commerce⁴ has included employment engagement, process mapping,

³ Vertical Horizonz is in discussions with a national provider with literacy expertise to further develop their capability.

⁴ [Tauranga Succeeding Together Project](#). 'This 9-month programme aims to sustainably improve productivity with a further six selected Tauranga businesses through: a systematic approach to building high employee engagement in targeted initiatives; embedding

a staff engagement survey, and scrutiny around organisational culture. This is an ongoing project, and a strong example of management taking a broad critical view of organisational performance using externally sourced tools and processes.

Vertical Horizonz has continued with their annual trainers' conferences which include evaluative review of courses/programmes offered. This is complemented by trainer workshops which are scheduled as required. Vertical Horizonz has also continued to contribute to discussions at the national level by representation on industry boards and participation with key stakeholder organisations such as Scaffolding Access and Rigging New Zealand and the New Zealand Institute of Safety Management. There are ample ongoing opportunities for management and trainers and administration staff to reflect together on achievement, PTE goals and strategies to ensure quality and currency of content. The documentation around these activities reflects this, and reporting is succinct and action oriented, and is shared across teams through the intranet platform which has become embedded over the past two years.

Self-assessment is very evident at Vertical Horizonz. This is reflected in the quality and ready availability of relevant documentation, linkages between systems within the PTE (sales and course delivery and results reporting for example), and connections between quality management systems and improvements that support educational achievement. Lessons learned feed into strategic and business planning. That said, as indicated earlier, enhancing the breadth and depth of self-assessment of achievement and the value of outcomes would be a positive shift in emphasis.

Records show a number of improvements since the previous EER:

- Investment in new sites and related technical equipment – for example slings, harnesses, respirators and other technical equipment
- Regional training managers and other permanent full-time positions⁵ have been appointed to ensure quality
- Development and deployment of an intranet and customer relationship management software reflect increasing digitalisation of systems and processes
- New accreditations have been successfully achieved – both with NZQA and with international bodies such as London City & Guilds and NEBOSH.

Some trainers have been supported to gain Australian qualifications (such as the six holding the Certificate IV in Training and Assessment) facilitating trans-Tasman delivery, in conjunction with the Australian Vertical Horizonz registered training

engagement practices and an enduring commitment to continuous improvement as “the way we work”.

⁵ Accounts manager, marketing manager, youth manager and a restructured sales team.

organisation. The purpose and direction of the PTE is clear, and resources are allocated to support teaching and maintain quality. The PTE has an internationalisation strategy which it has progressed significantly since the previous EER.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Since the previous EER, Vertical Horizonz has shown a pattern of actively managing compliance with the requirements of NZQA and other standard-setting bodies. Examples include:

- Gaining timely site approval from NZQA for new sites.
- Consent to assess applications are in line with the goals and strengths of the PTE.
- Programme application and approval has occurred well before intended delivery, although not all applications have been successful (see TEO in Context).
- Maintaining documented arrangements with ITOs for whom Vertical Horizonz delivers training (although this evaluation found that these arrangements are not clearly stated on the PTE website).
- Updating student fee protection arrangements in July 2016. Evidence sighted indicates that this occurred in a proactive and responsive way in conjunction with NZQA Risk staff.
- Vertical Horizonz is aware of the compliance and credibility risks around sub-contracted delivery and in 2016 ended one such arrangement because of this.
- Ongoing engagement with standard-setting bodies' moderation systems (both ITOs and NZQA). The processes for quality ensuring these activities is well documented and understood by staff, and the monitoring and internal sharing of outcomes are sound.

Compliance with standards and identification and mitigation of risk is a top-of-mind theme and strength at Vertical Horizonz. The PTE and some of its contract trainers actively advise clients on these matters. In addition, given Vertical Horizonz's range of certifications and accreditations with international bodies, being audited against standards and managing compliance is also a regular component of the business cycle and an embedded aspect of self-assessment more generally.

Performance against such external checks is high, as evidenced by external reports.

To maintain and expand their business with important client companies, Vertical Horizonz is often required to demonstrate systems and processes that meet the threshold for 'preferred provider status'. Strong evidence was provided by Vertical Horizonz and attested to by large client companies contacted by the evaluators, that the PTE does this well and has done so successfully on a number of occasions since the previous EER. Fundamental to the sound administrative processes supporting training is the company quality management system which has been subject to review and has been shortened to make it more user-friendly. The company is certified to ISO9001:2008 and is preparing for certification to ISO9001:2015 at the next audit. Audits relating to the quality management system have led to actions such as more secure storage of student and staff records and a related digitalisation project. These processes and responses are important in relation to NZQA, Inland Revenue, WorkSafe, New Zealand Transport Agency and other compliance requirements.

At the time of the EER, advertising materials (including web-based) did not specify that Vertical Horizonz was not approved and accredited to deliver certain national certificate programmes (although they do have consent to assess approval for the relevant standards), breaching guidance provided by NZQA in late 2016.⁶ An internal audit of marketing materials in early March 2017 by the new academic manager identified a lack of clarity around marketing of programmes in respect to training delivered under a contract arrangement with an ITO, and this is being rectified.

⁶ 'Accreditation required for an approved programme before advertising provision of National certificates and diplomas: any promotion of these programmes must clearly state that they are not yet approved and/or accredited by NZQA. If your organisation has consent to assess for unit standards you may assess against those standards and report credits. You may not, however, advertise that you have approval or accreditation for a programme leading to a National qualification unless you have applied and received formal approval for that programme delivery.' (Source: September 2016 NZQA eQuate)

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Industrial safety courses (Heights, Fire and Confined Space Safety)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

2.2 Focus area: Elevated Work Platform and Gantry Training area

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

For both focus areas above: systems and processes, trainer qualifications, skills and experience, and the resources deployed to match client and trainee needs are well suited and directly link to the high performance of, and high confidence placed in Vertical Horizonz.

2.3 Focus area: Assessment and Moderation

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

See TEO in Context and Findings 1.1 for commentary relating to this focus area rating.

Recommendations

Other than potential improvements highlighted within the report, there are no recommendation resulting from this EER.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz